

Teacher(s): Johnson

Subject: World History

Week of: Sep 18 – 22, 2017

Week: 7

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): SSWH 2 Identify the major achievements of Chinese and Indian societies to 500 AD. a. Describe the development of Indian civilization, include: the rise and fall of the Maurya and Gupta Empires.	Do Now: Guided Instruction (<i>We do</i>)- Why is a timeline helpful? Opening: Focused Instruction (<i>I do</i>)- Explain the timeline and the work session requirements; assist as needed Work Session: Independent Learning (<i>You do alone</i>)- Complete Guided Notetaking 7-1, India's First Empires and 7-2, Trade Spreads Indian Religions and Culture Collaborative Learning (<i>You do together</i>)- check each other's work for ideas Closing: Guided Instruction (<i>We do</i>)- How important is it to know the sequence of events? Home Learning: Complete work session at home if necessary	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Guided Notetaking 	Formative: Teacher observation Q&A Guided Notetaking
	Purpose: To provide students with further information on the development of India's civilization			Summative:
Tues	Standard(s): SSWH 2 Identify the major achievements of Chinese and Indian societies to 500 AD. b. Describe the development of Chinese civilization under Zhou, Qin, and Han.	Do Now: Guided Instruction (<i>We do</i>)- How important was the invention of paper? Opening: Focused Instruction (<i>I do</i>)- Explain work session requirements; assist as needed Work Session: Collaborative Learning (<i>You do together</i>)- in pairs, Complete Guided Notetaking 2-4, River Dynasties in China and 7-3, Han Emperors in China. Also answer Q 5 p. 109 plus answer this question – What good came from the Qin program of centralization? (see p. 109) Closing: Guided Instruction (<i>We do</i>)- Which dynasty had more impact of Chinese civilization, Shang or Zhou? Home Learning: Complete work session at home if necessary	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Guided Notetaking 	Formative: Teacher observation Q&A Guided Notetaking
	Purpose: To provide students with further information on the development of China's civilization			Summative:
Weds	Standard(s): SSWH 2 Identify the major achievements of Chinese and Indian societies to 500 AD. c. Explain the development and impact of Hinduism and Buddhism on India and Confucianism on China.	Do Now: Guided Instruction (<i>We do</i>)- Which came to India first, Hinduism or Buddhism? Opening: Focused Instruction (<i>I do</i>)- Explain work session; assist as needed Work Session: Independent Learning (<i>You do alone</i>)- Complete Guided Notetaking 3-2, Hinduism and Buddhism Develop and 4-4, The Unification of China (only # 1 on Confucianism) Collaborative Learning (<i>You do together</i>)- check each other's work for ideas and corrections Closing: Guided Instruction (<i>We do</i>)- Where did Confucianism begin? Home Learning: Complete work session at home if necessary	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Guided Notetaking 	Formative: Teacher observation Q&A Guided Notetaking
	Purpose: To provide the students an opportunity to explore the major religions of Asia and the subcontinent			Summative:

Thurs	Standard(s): SSWH 2 Identify the major achievements of Chinese and Indian societies to 500 AD. d. Explain how geography contributed to the movement of people and ideas, include: Silk Roads and Indian Ocean Trade	Do Now: Guided Instruction (<i>We do</i>)- Where is the Silk Road? Opening: Focused Instruction (<i>I do</i>)- Explain work session; assist as needed Work Session: Guided Instruction (<i>We do</i>)- Discuss Silk Road as shown on map on p. 204-205 and p. 23 in Atlas. Review maps in Atlas pp. 25-27 Independent Learning (<i>You do alone</i>)- Complete Atlas assignment 15ab Closing: Guided Instruction (<i>We do</i>)- Home Learning: Study for quiz on Friday	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Atlas work 	Formative: Teacher observation Q&A Atlas work
	Purpose: To provide the students further work on using an atlas and recognizing information provided in that format			Summative:
Fri	Standard(s): SSWH 2 Identify the major achievements of Chinese and Indian societies to 500 AD.	Do Now: Guided Instruction (<i>We do</i>)- Which Civilization was the most impressive, India or China? Opening: Focused Instruction (<i>I do</i>)- Discuss strategies to help with using the book to answer the review questions; explain work session; assist as necessary Work Session: Collaborative Learning (<i>You do together</i>)- in pairs, answer the 46 questions provided as review for the Chapter 2 Test next week. Closing: Guided Instruction (<i>We do</i>)- Home Learning: Complete review questions if needed; Study for test next week	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher observation Q&A
	Purpose: To provide the students more practice with the information prior to the chapter test next week			Summative: